

**Trainer's Guide
to
Private Industry Council Member
Orientation**

The National Commission for Employment Policy

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Preface

by

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In 1993, the National Commission for Employment Policy conducted a study on the effectiveness of Private Industry Councils (PICs) in achieving their mission to provide policy guidance for Job Training Partnership Act (JTPA) programs. This study included an evaluation of PIC performance, including the labor market outcomes of program participants and the uses of JTPA funds. The Commission found, among other outcomes, that the local management and oversight of JTPA programs — including the Private Industry Councils — has evolved unevenly. Part of that uneven evolution can be attributed to the lack of a targeted, specific training program for PIC members. This *Trainer's Guide* is a further attempt on the part of the Commission to insure that PICs can improve the employment and training system.

Since JTPA was enacted, there has been no systematic, consistent, or continual effort to train PIC members nationwide. States were expected to assume the lion's share of responsibility for the provision of technical assistance to Service Delivery Areas and their Private Industry Councils. The law foresaw little direct intervention by the federal government, thus preserving the local autonomy of the councils. As a result, the U.S. Department of Labor deliberately issued few memoranda and regulations. It also did not view the training of PIC members as a national priority for JTPA.

Those well-intentioned attempts to let PICs operate independently meant that chairs and members also did not receive adequate direction. Private Industry Council chairs and members report that they need more orientation and training to carry out their roles and responsibilities. It was noted by several attendees at a Commission-sponsored roundtable on the issue, that some of the councils are not providing adequate policy guidance and oversight for JTPA programs due to the lack of knowledge about major responsibilities in this area.

While there are a variety of training materials available to council members, the usefulness of these materials is often limited. These materials are not always timely; council members may not know about them or have access to them; and, they may have outlived their usefulness. The documents that are available are often more general and theoretical than specific and concrete since they were intended for a broad audience rather than targeted specifically for PIC members.

The *Trainer's Guide to Private Industry Council Member Orientation* was developed in response to the concerns and needs expressed by PIC members as well as the Commission's own evaluation of PIC-training programs. The *Trainer's Guide* is part of a series by the National Association of Private Industry Councils (NAPIC) and funded by the National Commission for Employment Policy. It was written by Garrison J. Moore with the assistance of Lorrel Humber, Elayna Monts, and Robert Ainsworth of the NCEP, under the guidance of NAPIC President Robert Knight. The guide was pre-tested with the Duluth, Minnesota, Private Industry Council with assistance from Julie Smith, director of the Duluth PIC. NAPIC and the NCEP wish to express their sincere appreciation to Ms. Smith and

the members of the Duluth PIC.

Introduction

The PIC Member's Orientation Course Package

The *Trainer's Guide to Private Industry Council Member Orientation* is part of a complete orientation package which also includes *The Private Industry Council and the American Economy* (the "handbook") and *A Guide to Major Federal Job Training Programs*. These documents are intended to be used in conjunction with orientation training and distributed to PIC members along with other relevant state and local orientation materials. The trainer may also wish to include reprints of source documents (e.g., JTPA legislation, the local job training plan, and PIC bylaws).

Other publications available from NAPIC and useful in the orientation of new members include *PICs as Strong Boards of Directors: Developing the Governance Capability of Private Industry Councils* and *An Expanded Role for PICs: Building a Workforce Investment System*. Additional useful source materials are listed in the bibliography at the end of the handbook.

The Handbook. *The Private Industry Council and the American Economy* is designed as a freestanding handbook to give PIC members background and advice on how to perform their duties effectively. It provides a synopsis of federal job training initiatives, definitions of basic job training terms, and a description of the education and training system at the federal, state, and local levels.

The handbook concentrates on techniques for assessing the local economy and labor market, for working with staff and service providers, and for working with other members on the PIC. The handbook specifies PIC legal responsibilities and outlines the opportunities for broad coordination of education and training activities in the public and private sectors. It's organized, first, to give new PIC members a general overview of their duties, and then to provide specific information needed to carry out those responsibilities. The handbook's first chapter, "What's a PIC To Do?," deals with the general history and functions of Private Industry Councils and offers some tips on getting started as a council member.

The second chapter, "The Big Picture: Workforce Investment and the American Economy," discusses the economic context in which the PIC operates. It reviews relevant economic, human capital, and training theory and provides an introduction to labor market terms. The relation among education, training, and economic development and the special needs of various groups (minorities, dislocated workers, youth, etc.) are covered in this chapter as well.

The third chapter, "Working Smarter: The Education and Training System in the United States," provides a history of education and training in the U.S.; an overview of the job training system at the federal, state, and local levels; and a general description of various job training laws and programs.

Chapter Four, "Nuts and Bolts: Administering the Job Training Partnership Act," reviews allowable activities, the delivery of services, contracting, and performance goals under JTPA. Coordination and collaboration between JTPA and other programs and agencies are also covered here.

The final chapter, "Becoming an Effective PIC Member," provides a general review of PIC responsibilities and practical guidance to new PIC members. It discusses the importance of working

with PIC staff, service providers, and employers as well as the special contributions individual PIC members can bring to the table. It covers the PIC role (partnership with local government, board role, broad labor market functions) and duties (oversight, strategic planning, priority setting, and coordination).

The Program Guide. *The Guide to Major Federal Job Training Programs* offers to those unfamiliar with federal job training programs an outline of the key provisions of 12 different federal job training-related laws and programs, including the Job Training Partnership Act, the Job Opportunities and Basic Skills program, the Carl Perkins Act, the Wagner-Peyser Act, and relevant portions of other legislation such as the Older Americans and Higher Education acts.

The Trainer's Guide. This volume includes directions for leading orientation participants through the content of the handbook, participant exercises, "overheads," and directions for customizing training to state and local PIC needs (e.g., review of bylaws).

The training outlined in the guide may be used to orient new members separate from other PIC members or to train an entire PIC where individual orientation has not been the practice in the past. For new members, the training may be conducted for either a single PIC or multiple PICs. The latter may be preferable if only one or two new members are being oriented from each PIC.

This guide is divided into four sessions which follow the order of the chapters of the handbook generally, but not precisely. Each session is designed to last approximately an hour and a half but may vary depending upon the time used for discussion exercises and the size of the group. The training may be conducted as a one-day session or conducted in two or four sittings over a period of days or weeks.

The four sessions are

1. Getting Started and the Big Picture
2. The Education and Training System
3. The Job Training Partnership Act
4. Becoming an Effective PIC member

The trainer is advised to read all the materials thoroughly. If the trainer has further questions about the information to be presented, he or she should consult the listed references and recognized experts in the field.

If the trainer is not familiar with the operations of the local PIC, he or she would be well advised to have a local expert available either to assist in the training or to answer specific questions.

As a general rule it is a good idea to answer participants' questions as they arise and to use the exercises to maximize participant involvement in the training. This is particularly true of the first and second sessions, which deal with the more abstract concepts.

Finally, please note that audio visual materials provide variety and therefore heighten interest in a training session. This guide includes overheads which may be used in this regard. Because of space limitations, the overheads are not presented in camera-ready form; however, they should be easy to

recreate for use with an overhead projector. In addition, you may wish to incorporate videos into the orientation. A number of high-quality videos on workforce development have been produced by national, state, and local organizations.

The National Commission for Employment Policy and the National Association of Private Industry Councils welcome any comments on potential improvements to this guide and are available to provide assistance in using it as necessary. Questions and comments may be directed to the National Commission for Employment Policy, 1441 L Street, N.W., Suite 900, Washington, D.C. 20005 or by telephone at (202) 724-1545. The National Association of Private Industry Councils may be reached by mail at 1201 New York Avenue N.W., Suite 350, Washington, D.C. 20005 or by telephone at (202) 289-2950.

Session One

Getting Started and the Big Picture

Note: Do not read overheads from the screen. It can be distracting to both the trainer and the audience. It is best to have a second person handling the overheads while the trainer is speaking directly to the audience.

Have the following overhead on the screen before the participants arrive.

Overhead Number One

**The Private Industry Council
and
The American Economy**

1. **Welcome and introduction of participants.** Ask the members of the group to introduce themselves, give the name of their organization, their position, how they came to be appointed to the PIC, and how they see the health of the local economy from the point of view of their organization. Use this as a warm-up session. Allow 15 to 20 minutes.
2. **Purpose of orientation and topics to be covered.** Briefly review the following overhead. Answer any questions about the purpose of training.

Overhead Number Two

Purpose of Orientation

To give PIC members:

Background

Definitions

Tips

3. **Overview of the orientation.** Review the content of the four sessions emphasizing that the

technical details of the PIC operations will be handled in the third and fourth sessions.

Overhead Number Three

Overview of Orientation

- **Session 1: Getting Started and The Big Picture**
- **Session 2: The Education and Training System**
- **Session 3: The Job Training Partnership Act**
- **Session 4: Becoming an Effective PIC member**

4. **Define PIC, its purpose, functions, and membership, and outline origins of the PIC system.** Before discussing the broader economic and educational issues related to job training, it will be necessary to give participants a brief overview of the definition, purpose, and history of PICs in the United States. Do this briefly but be prepared to answer questions. Overheads four through eight will assist the trainer in this activity.

Overhead Number Four

Definition of Private Industry Councils

- **Boards of Directors**
- **Locally organized**
- **Privately led**
- **Partnership with local elected officials**

Overhead Number Five

Purpose of PICs

- **Promote coherent workforce investment system**
- **Provide policy guidance and oversight for job training**
- **Promote economic development**

Overhead Number Six

Functions

- **Guidance and insight into labor market**
- **Policies and measurable goals**
- **Oversight and accountability**

Overhead Number Seven

PIC Membership

- **Majority private employers, including PIC chair**
- **Education**
- **Labor**
- **Economic development**
- **Employment Service**
- **Welfare**
- **Community-based organizations**

Overhead Number Eight

Partnership

A situation in which all parties contribute and benefit. Any other arrangement is charity on the part of someone.

Overhead Number Nine

Remember the PIC Customers

- **Education and training consumers**
- **Employers**
- **Staff**
- **Taxpayers**

5. **Exercise:** Ask participants to discuss how they, as a PIC, would organize an effective education and training system in their community. Use the following overhead listing various local institutions to provide some general parameters. There are, obviously, no right answers. It may be useful to divide the group into small discussion groups which would report back to the full group at the end.

Overhead Number Ten

Development of the System

- **Elementary education**
- **High schools**
- **Community colleges**
- **Four-year colleges and universities**
- **Vocational education**
- **Business-education partnerships**
- **Apprenticeship**
- **Employer-sponsored training**
- **Private for-profit training organizations**
- **Nonprofit employment and training organizations**
- **Employment Service/Unemployment Insurance System**
- **Job Training Partnership Act**
- **Other federal job training programs**

6. **Take a 15-minute break!**
7. **Remainder of Session.** The rest of this session will be devoted to economic and labor market concepts. Try to use as many local examples and as much local information as possible in describing the concepts. For trainers unfamiliar with the concepts, refer to the handbook where they are described in some detail. It may be helpful to invite economists from local universities, banks, utility companies, and the Employment Service to participate in these discussions.

Have the following overhead on the screen as the session resumes after the break.

The Big Picture

8. **Exercise.** Read the following excerpt from the handbook and ask participants to describe what they see when they imagine looking down on the SDA, in terms of industries, jobs, employment and unemployment, education and training. You may want to have participants meet in groups and then report back. Following the reports, compare participants' impressions with local data or have local economists available to discuss the local economy and labor market.

The Big Picture. Imagine that you are on a mountaintop overlooking the entire service delivery area. Or that you have rented an airplane and are flying over the SDA from one end to the other. What do you see? Land, houses, schools, offices, factories, streets, railroads, highways, airports, cars and trucks, people. Look at the scene with the eye of one who is concerned about jobs and training. Who works in all those places and what do they do? Why are all those people on the streets and highways? Who might not have a job and why?

What drives your local economy? Which companies do what? Why are those companies where they are rather than somewhere else? Whom do they hire? Why do they hire some people and not others? How did those people learn to do their jobs? What do the jobs pay and why? Who is supporting all those people who are not working?

Who does it take to keep the heating, lights, and telephones operating in those buildings? What are the skills needed to keep all those cars and trucks on the road? How does all that *stuff* get to the supermarket or the mall so conveniently for you to buy? Who is responsible for paying all those salaries? Your salary? Thousands of workers converge silently and invisibly on your life every day. These workers have jobs they have had to learn somewhere, somehow. Where? How?

It is unlikely that you know the answers to all of these questions, but, as a PIC member, they are your concerns. If the PIC is to direct and coordinate a workforce investment system, it will need to know what it is investing in. You will need to know about how your piece of the global economy works.

9. **Human capital theory.** Using the text of the orientation handbook for guidance, briefly discuss traditional labor market assumptions and human capital theory. You may wish to ask a local economist to join in the discussion. The point is to provide a general context and not to get into the details of economic theory.

Overhead Number Twelve

Traditional Assumptions

- **Labor is fungible like money.**
- **Most workers are unskilled.**
- **Employers will bid down wages to subsistence.**
- **High-unemployment, low-wage areas will attract jobs.**
- **High-wage areas will lose jobs to low-wage areas.**

Overhead Number Thirteen

Human Capital Theory

- **Labor is differentiated by skill level.**
- **Educated and trained workers earn more and are more employable.**
- **Skills, knowledge, and abilities are important at all levels.**
- **Economies that support human capital investment are more prosperous.**

10. **Workforce investment system.** Using the following overhead, discuss the needs of each of the general components of a workforce investment system.

Overhead Number Fourteen

<p style="text-align: center;">Workforce Investment System</p> <ul style="list-style-type: none">• Informed citizens and taxpayers• Employers• Workers• Schools and colleges• Training and support agencies• Students and parents

11. **Skills and how they are determined.** Before putting up the next overhead, ask the participants to brainstorm about the kinds of skills that are needed in the workforce. Then discuss the list on the overhead. Emphasize the difference between skills and years of education. Using overhead number sixteen, discuss the problem of determining actual skill requirements.

Overhead Number Fifteen

<p style="text-align: center;">A Full Range of Skills</p> <ul style="list-style-type: none">• General knowledge base• Basic literacy and math skills• Technical skills• Acceptable work habits• Social skills• Learning skills• Understanding of how to get and keep a job
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Overhead Number Sixteen

Defining Skill Requirements

- **The better the definition of skills, the better the workforce investment system.**
- **Most employers don't define skill requirements.**
- **The PIC can support skills definition.**
- **Employers have a key role in *transmitting skills* through training, as well as in defining them.**

12. **The labor market.** Discuss the general concepts about the labor market using the text of the handbook as reference. Emphasize the concept of turbulence.

Overhead Number Seventeen

Labor Market Basics

- **Turbulence: labor market is fluid, not mechanistic.**
- **A majority of people don't work for pay or profit.**
- **Unemployment is costly to individuals and the economy.**

13. **Definition of basic labor market terms.** Using the following overhead and the text of the handbook, provide definitions of basic labor market terms. Be prepared to answer questions. The Employment Service PIC representative may wish to assist in presenting this section.

Overhead Number Eighteen

Definitions

- **Labor force**
- **Employment**
- **Unemployment**
- **Structural, cyclical, and frictional unemployment**
- **Discouraged workers**
- **Dislocated workers**
- **Economically disadvantaged**

14. **Characteristics of the poor and unemployed.** You may wish to develop your own overhead with information about the characteristics of the poor and unemployed in the local area.

Overhead Number Nineteen

Characteristics of Unemployed and Poor

- **Every individual is different.**
- **Needs differ greatly from place to place.**
- **Needs differ by age and experience.**

15. **SPECIAL NEEDS.** Discuss the different employment and training needs of each of the groups listed below. You may wish to emphasize groups which are more prevalent in the local area. The handbook has a discussion of the diverse needs of these groups.

Overhead Number Twenty

Employment and Training Needs

- **Youth**
- **Minorities**
- **Immigrants**
- **Dropouts and low-skilled individuals**
- **Parents of young children**
- **Dislocated workers**
- **Older workers**
- **Disabled**

16. **Where the jobs are — occupations and turnover.** Briefly discuss the following using the text of the handbook for guidance. Ask employers in the group to discuss turnover and occupational mix at their firms.

Overhead Number Twenty-one

Where the Jobs Are

- **Occupations**
- **Turnover**
- **Economic development**

17. **Economic development concepts.** Using the handbook for guidance, discuss the connection between training and economic development and define basic terms. Have participants discuss "basic" and "nonbasic" industries in their community.

Overhead Number Twenty-two

Economic Development Concepts

- **Basic**
- **Nonbasic**
- **Role of education and training**
- **The in-migration trap**

End of first session. If you plan to continue the training, take a 15-minute break. If the second session is going to take place at a later time, have participants review what they learned in the first session. Outline the subjects to be discussed in succeeding sessions.

Session Two

The Education and Training System

1. **Definition of education and training.** Using the text of the handbook, go over the definitions of education and training and American attitudes toward each. Encourage participant discussion and questions using the following overheads.

Overhead Number Twenty-three

Education

- **Focuses on wide range of subject matter.**
- **Provides broad understanding.**
- **Offers content that is long-lasting.**
- **Furnishes framework for training.**

Overhead Number Twenty-four

Training

- **Focuses on single subject matter.**
- **Provides detailed understanding.**
- **Offers content that is likely to change.**
- **Completes education.**

2. **Key themes in education and training.** Following the history of education and training outlined in Chapter Two of the handbook, discuss only the general concepts and American beliefs about them. Refer the participants to the handbook for further detail.

Overhead Number Twenty-five

Themes in American Education and Training

- **Civic and religious origins**
- **Universal, publicly supported attendance**
- **Acculturation**
- **Liberal education favored over training**
- **Local control**
- **Employer training role**
- **State education role**
- **Federal second-chance role**

3. **Education and training institutions.** Briefly review the institutions listed in the following overhead. You may wish to provide some detail about those which participants are likely to be least familiar with — apprenticeship, for example. Note that these diverse institutions are not linked into a unified system and that the PIC has a key role to play in bringing them together.

Overhead Number Twenty-six

The PIC's Challenge: Pieces of a System

- **Elementary education**
- **High schools**
- **Community colleges**
- **Four-year colleges and universities**
- **Vocational education**
- **Apprenticeship**
- **Employer-sponsored training**
- **Proprietary schools**
- **Community-based organizations**
- **Job Training Partnership Act and the PIC**
- **Other federal job training programs**
- **Business-education partnerships**

4. **History of employment and training.** Using the following overheads emphasize the developmental aspects of federal job training efforts and key concepts such as local control, employer involvement, and the state role.

Overhead Number Twenty-seven

Development of Federal Job Training

- **Manpower Development and Training Act (MDTA) — 1962**
- **Great Society Programs — 1964-68**
- **Work Incentive (WIN) — 1968**
- **Comprehensive Employment and Training Act (CETA) — 1973**
- **Private Industry Councils (PICs) — 1978**

Overhead Number Twenty-eight

Current Federal Job Training Programs

- **Job Training Partnership Act (JTPA) — 1982**
- **Dislocated Worker Program (EDWAA) — 1987**
- **Job Opportunities and Basic Skills (JOBS) — 1988**
- **Carl Perkins — 1990**
- **JTPA Amendments — 1992**
- **School-to-Work Opportunities Act — 1994**
- **Clinton and Congressional Proposals for Dislocated Workers, Welfare Reform, and Technology Transfer**

5. **Exercise:** Ask participants to discuss how our key beliefs regarding the role and efficacy of education and training affect the delivery of services in the community. Discuss how these views affect the work and decision-making process of the PIC.
6. **End of second session.** If you plan to continue the training, take a 15-minute break. If the third session will take place later, review key facts and discussion points before adjourning. Outline the subjects to be discussed in succeeding sessions.

Session Three

The Job Training Partnership Act

1. **JTPA purpose.** Briefly cover the purposes of JTPA.

Overhead Number Twenty-nine

Purposes of the Job Training Partnership Act

- **To provide locally planned job training and placement services for low-income and unemployed workers**
- **To coordinate with others to develop a workforce investment system**

2. **Titles.** Using the following overhead and text of the handbook as a guide, describe the structure of the JTPA legislation and the general content of each title.

Overhead Number Thirty

JTPA "Titles"

- **Title I: Administrative Framework**
- **Title II:**
 - A: Adult Training Program**
 - B: Summer Youth Employment Program**
 - C: Youth Training Program**
- **Title III: Dislocated Workers Training Program**
- **Title IV: National Programs and Activities**
- **Titles V-VII: Miscellaneous and Technical Provisions**

3. **Funding.** Using the table below, describe the funding of the various parts of the Act. Develop a similar chart illustrating JTPA funding for your state and SDAs.

Overhead Number Thirty-one

Table 1 1995-1996 JTPA Funding (in millions)	
Title II Disadvantaged A. Adults B. Summer Youth C. Year-Round Youth Title II Total Funding	\$ 1,055 1,056 599 \$ 2,709
Title III Dislocated Workers	\$1,296
Title IV National Programs Job Corps All other Title IV Total Funding	1,099 262 \$ 1,361
JTPA Total Funding	\$ 5,367

4. **Federal programs and activities.** Briefly review federal programs and activities using the following overhead.

Overhead Number Thirty-two

National Programs and Activities

- **Regulations**
- **Allotment of funds**
- **Oversight, research, technical assistance, etc.**
- **Programs**
 - **Migrant and seasonal farmworkers**
 - **Native Americans**
 - **Veterans**
 - **Job Corps**

5. **State role.** Using the following overheads, describe the general functions of the state under JTPA as well as the JTPA state set-asides. You may wish to add specific information about the state in which the training is taking place. Also discuss the State Job Training Coordinating Council, which develops the state coordination plan, reviews local program performance, and may make specific funding recommendations in areas of state discretion; and the state administrative agency, which is usually the state department of labor or employment security, designated by the Governor to manage state JTPA programs and activities.

Overhead Number Thirty-three

State JTPA Responsibilities

- **Establish boundaries for service delivery areas (SDAs)**
- **Allocate funds to the SDAs**
- **Establish local program performance standards**
- **Develop a statewide coordination plan for employment and training activities**
- **Directly administer JTPA programs for older workers, JTPA vocational education funds, and dislocated workers**
- **Supply training and technical assistance to localities**
- **Ensure accountability in program and financial reporting, and conduct biennial audits of local expenditures of JTPA funds**

Overhead Number Thirty-four

State Set-Asides

- **5 percent — state administrative**
- **5 percent — performance incentives and technical assistance**
- **8 percent — state education coordination and grants**
- **5 percent (of Title II *adult* funds) — older worker programs**
- **40 percent (of Title III funds) — state-level dislocated worker activities**

6. **The Service Delivery System.** Using the following overhead and the text of the handbook, describe the role and functions of each of the elements of the local JTPA service delivery system.

Overhead Number Thirty-five

Local JTPA Service Delivery System

- **Private Industry Council**
- **Grant recipient**
- **SDA administrative entity**
- **Service providers (contractual)**
- **Service providers (coordination)**

7. **Exercise: Comparison with other service delivery systems.** Have members from other programs such as the welfare JOBS program, the Employment Service, and education compare their state/local delivery systems with that of the PIC/SDA systems. Discuss the challenges and opportunities these differing systems may present to the development of a comprehensive workforce development system.
8. **Basic JTPA eligibility.** Review the eligibility for specific JTPA programs. Discuss the concept of "most in need."

Overhead Number Thirty-six

Basic Eligibility

- **Title II-A Adult Training Programs: Job training for low-income persons over the age of 21**
- **Title II-B Summer Youth Employment and Training Programs: Summer jobs and remedial education for low-income 14-21-year-olds**
- **Title II-C Youth Training Programs: Year-round job training services for low-income 14-21-year-olds.**
- **Title II — Older Workers: Job training for low-income persons aged 55 and over**
- **Title III Dislocated Workers Training Programs: Job training for those of *any age regardless of income* who have lost jobs to which they are not expected to return**

9. **Client flow/list of target groups.** Develop a client flow chart that demonstrates how participants move through JTPA and related systems which are coordinated with local JTPA programs. This will vary considerably among SDAs. You may wish to show how client flows and services differ among different "target groups" (youth, adults, dislocated workers, older workers, etc.).
10. **Overview of PIC organization, staffing and funding.** Develop or use an existing organization chart and a table listing types and amounts of funding from each source available to the PIC/SDA. Be prepared to answer specific questions.
11. **Performance standards.** Using the handbook and the following overhead for guidance, review the principles upon which the performance standards system is based, the actual performance measures (e.g., placement rates), the adjustment for participants and economic characteristics, and the administration of the system.

Overhead Number Thirty-seven

Performance Standards
<ul style="list-style-type: none">• Measures of performance• Adjusted for characteristics of participants and economy• State oversight• Incentives and technical assistance

12. **Cost limitations.** Discuss the JTPA cost limitations and the rationale for them.

Overhead Number Thirty-eight

Cost Limitations
<ul style="list-style-type: none">• At least 50 percent for direct training services• No more than 20 percent for administrative costs• Remainder for supportive services

13. **Other Systems.** Organizational behavior is driven by the organization's measure of success and failure. These measures differ among organizations. Using the following overhead, ask participants to describe the measures of success for their organizations and how these may or may not be consistent with the performance measures embodied in JTPA. What are the implications of this for coordination among the programs and agencies?

Overhead Number Thirty-nine

<p style="text-align: center;">What Drives Other Systems?</p> <ul style="list-style-type: none">• High schools• Welfare and JOBS• Employment Service• Employer human resources and training staff• Vocational education• Community-based organizations• Community and technical colleges• Others
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14. **The Customers.** The PIC has multiple customers. Using the following overhead have participants discuss what the customers listed here expect from the PIC and its service providers.

Overhead Number Forty

What Does the Customer Want?

- **Employer human resources directors**
- **Teenagers**
- **Welfare recipients**
- **Dislocated workers**
- **Older workers**
- **Others**

15. **End of third session.** If you plan to continue the training, take a 15-minute break. If the fourth session is going to take place at a later time, have participants review what they learned in the third session. Outline the subjects to be discussed in final session.

Session Four

Becoming an Effective PIC Member

1. **Introduction.** Have the following overhead on the screen at the beginning of the session. Describe what you plan to cover during the session.

Overhead Number Forty-one

Becoming an Effective PIC member

2. **The "business" of the PIC and of the SDA.** The PIC and the SDA administrative entity have distinctly different roles. Drawing upon the handbook and the following overheads, describe the differences between the two.

Overhead Number Forty-two

The Business of the PIC

- **Strategic direction**
- **Policy and program priorities**
- **Independent oversight**
- **Advice on economy**
- **Connections**

Overhead Number Forty-three

The Business of the SDA Administrative Entity

- **Implement policy**
- **Administer programs**
- **Staff PIC**

3. **The Planning Process.** Using the text of the handbook and the following overhead as a guide, review the steps in the overall planning process. Describe how the local PIC handles these functions.

Overhead Number Forty-four

Steps in the Process

- **Define mission**
- **Review economy and labor market**
- **Develop strategic plan**
- **Set annual priorities**
- **Oversee**
- **Evaluate**
- **Start over**

4. **Using personal contacts to promote coordination.** Discuss with participants what personal contacts they might have that could be helpful in coordinating PIC programs with organizations.

Overhead Number Forty-five

Promoting Coordination

Coordination rests, first and last, on the personal relations and trust among key individuals in different organizations.

5. **Public relations and marketing.** Talk about the kinds of activities that the PIC can undertake to help promote its services to its various constituencies, to motivate others to become interested in the advantages of its services, and to enhance its image in the community.

Overhead Number Forty-six

Audiences

- **Prospective participants**
- **Employers**
- **Public and private organizations**
- **General public**

Overhead Number Forty-seven

Communications Tools

- **Recruiting: advertisements, direct mail, videos, newsletters, radio and TV spots, personal visits**
- **Image-building: news releases, speaking engagements, interviews with the media**

6. **Getting Started.** This section is based on the boxed material in Chapter One of the handbook. Have participants discuss how they plan to accomplish each of the following. Offer suggestions.

Overhead Number Forty-eight

Ten Points for Getting Started

1. Study the economy.
2. Meet the customers.
3. Find out about education and training.
4. Learn the law.
5. Get to know the staff and service providers.
6. Study the performance numbers.
7. Promote staff and PIC training.
8. Use your networks.
9. Practice patience and promote success.
10. Remember the taxpayer.

7. **Conclusion: What PIC members can do.** This is based on the box on the final page of the handbook. Review and discuss the items with the participants.

Overhead Number Forty-nine

What You Can Do

- Take the floor.
- Network.
- Tell the PIC story.
- Contribute services.
- Raise funds.
- Hire and train.

Adjourn! Note opportunities for further learning through board and committee work, readings (some are listed in the bibliography of the handbook), conferences, seminars, etc.